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ABSTRACT

This paper advocates an examination of practices for inservice teacher preparation and career-long professional development, proposing the consideration of Goodlad's moral dimensions as a framework and suggesting an alternative approach to professional development that holds important implications for teacher education and teacher educators. Goodlad's moral dimensions include stewardship, equal access to knowledge for all students, pedagogy to ensure student academic and emotional growth, and enculturation into a democratic society. There are different levels of emphasis on the dimensions depending on the educator's stage of career development. This discussion highlights five ways that staff and career development can be delivered: individually guided projects; observation and assessment; committee work; attendance at workshops and conferences; and action research. It discusses application of the framework to prospective teachers as well as inservice teachers and teacher educators. It concludes that to meet the challenge of improving the quality of teaching and student performance, it is necessary to reconsider the ways teachers and teacher educators are trained and given professional development throughout their careers. It is important to reexamine current practices, formulate new insights related to professional development, and redesign roles and responsibilities of educators related to their professional growth. (Contains 26 references.) (SM)

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Statement of the Problem

A critical challenge to improving the quality of teaching and student performance outcomes is the reconsideration of how teachers and teacher educators are trained and provided with opportunities for professional development throughout their careers. Development must acknowledge the complex interdependent roles that educators assume in their classrooms, institutions, and the profession. Schools of education are critically linked at several junctures to educator preparation and have an opportunity to serve as a liaison between faculty in higher education and preK-12 education as they respond to the emerging needs and conditions in a variety of educational contexts. This paper advocates an examination of practices for in-service teacher preparation and career-long professional development. Furthermore, the authors propose the consideration of Goodlad's moral dimensions as a framework and suggest an alternative approach to professional development that holds important implications for teacher education and teacher educators.

Professional development of educators should provide for career-long attention to personal and professional needs. Differentiating professional development from staff development encourages educators to move from an event or activity frame of reference to one that is more focused on personal self-reflection and growth over the span of a career. As with any educator attempting to provide an environment that supports and challenges learning, it is critical for schools of education to align professional career development with specific purposes that will result in the intended learning. Therefore, a critical component in the design of professional development initiatives must the development of specific responses to a logical, but often unasked and yet critical question: What exactly are we trying to develop?

There are a number of critical assumptions related to professional development. Table 1 categorizes these assumptions into three primary areas that hold true for pre-service teachers, in-service teachers, and university teacher educators. These assumptions can then become the foundation for reexamining current practices, for formulating new insights related to professional development, and for redesigning the roles and responsibilities of educators in a variety of organizational contexts.

Table 1: Assumptions for Professional Development of Pre-Service Teachers, In-Service Teachers and University Teacher Educators

Uphold High Expectations for Continuous Professional Development
• Every educator, regardless of career stage, must engage in experiences that lead to professional growth. • Schools, including colleges, must support professional experiences that satisfy individual as well as organizational needs.
Continuously Evaluate One's Professional Competence
• Taking stock of one's accomplishments is both informative and affirming. Making explicit what we have done professionally allows for an appraisal of what should come next. Without such an exercise it is difficult to determine a direction for further action. • Professional development begins with several basic and personal questions, such as: What do I need to do to become more effective in my work? What additional knowledge or skills would make me a better educator? What experiences will enhance my effectiveness with my learners and my colleagues? • Crafting and recrafting a platform of beliefs about teaching is a vital part of reflective practice.
Deliberate and Collaborate with Peers
• Since educational organizations must be "communities of learning" (Lieberman, 1996), those existing in these communities need opportunities to think together about their practice. • There is a need to talk with others about one's beliefs, experiences, questions, and insights. • Curriculum deliberation creates opportunities for growth provoked by individual and group interaction.

Literature Review

The literature on staff development and professional development of educators contains numerous descriptions of a variety of approaches. Most research on professional career development is focused on the improvement of teaching practices related to specific student measures or on design of curriculum components. Although these are valuable outcomes, the expectations for professional growth also must include the needs of individuals and organizational systems. Fullan (1993) notes that reforming pedagogy and reforming the norms of the profession are intimately related, but one must conceptualize these factors in a close relationship if true reform is to occur. He warns that the failure to do so produces much "restructuring" but little "reculturing" in teaching and learning or in the development of professional collegiality.

The improvement of education is a shared responsibility of all stakeholders. The concept of "a school as the center of change" (Goodlad, 1984) cannot be interpreted to mean that the single school can accomplish all that is necessary. Instead, partnerships involving schools and universities are becoming the nationally advocated approach to educational reform. Goodlad (1997) asserts that school reform should be addressed as a set of changes that must be continuously and collaboratively worked on by engaging schools, colleges and schools of education, and communities so that systemic change can become a reality.

A number of educational leaders have addressed these issues, but none as consistently or clearly as John Goodlad. He recognizes some of the conditions that create inequities in educational outcomes and stymie professional development initiatives. In *Moral Dimensions of Teaching*, Goodlad, Soder, and Sirotnik (1990) state that teaching is a calling and a moral activity. They present four moral dimensions: stewardship, equal access to knowledge for all students, pedagogy to ensure academic and emotional growth, and enculturation into a democratic society. These dimensions can be used to create a framework that helps assess what currently exists in professional development and to critically inform the direction professional development should take for all educators.

Stewardship, the first dimension, means that the professional is concerned about the well-being and achievement of all students and is willing to interact with others in the environment to assure that all who leave the school are competent and confident, and that they possess attitudes that will serve them and the larger society in productive ways. The second dimension, equal access to knowledge, involves all educators in ensuring that instructional practices and curriculum are inviting and open to the populations being served, and that the learning experiences offered will provide students with the greatest number of career choices. For the third dimension, teachers must consider the following question: "How can I improve my teaching to improve students' learning?" Pedagogy and instructional practices must be focused not only on acquisition of knowledge but also on development of emotional growth. The final dimension relates to ensuring that teachers pay attention to developing students who are thoughtful, responsible, and responsive to issues and actions necessary for their roles in a democratic society.

Framework for the Professional Development of All Educators

Goodlad's moral dimensions are useful to guide an examination of the existing state of professional development for pre-service education majors, preK-12 educators, and teacher educators. Such an analysis must begin with important interpretive descriptions of each dimension as it relates to professional development for all groups.

Dimension I: Stewardship

It is easy, some would say natural, for teachers to concern themselves only with what happens within the confines of their own classroom walls. However, engaged professionals look beyond those walls to the wider world of education, in the school, the community, the state, and beyond. With respect to the school, they are concerned about the well-being and achievement of all students, and are willing to cross grade levels and disciplines to assure that all who leave the school are both competent and confident in the subjects taught and possess attitudes which will serve them and society well.

Dimension II: Equal Access to Knowledge for All Students

Teachers at every level should commit to assuring that their instructional practices and curriculum are inviting to the populations they serve and that the learning experiences offered students will provide them with the greatest possible number of career choices. Therefore, a second major area of focus for professional development is to assist educators in ensuring that all students have equal access to knowledge.

Dimension III: Pedagogy to Ensure Student Academic and Emotional Growth

Teachers who respect their students will seek and implement strategies that nourish their optimal development in all human dimensions. They will choose instructional practices that cultivate and sustain those behaviors and attitudes that will enrich students' lives in and out of school. This dimension demands a higher level of consideration - one that unequivocally links pedagogical practices to what students have learned and are able to do.

Dimension IV: Enculturation into a Democratic Society

Educators recognize that every teacher has the moral obligation to foster students' capabilities of examining their roles as citizens of a democratic society. This includes becoming responsible voters and contributors to their community. In order to do these things well, students must be able to consider "multiple perspectives or viewpoints and weigh the long-term social and moral consequences of decisions" (Colton & Sparks-Langer, 1993, p. 46). In other words, teachers must ensure that adequate attention is being paid to developing students who are thoughtful, responsible, and responsive to issues and actions necessary for their roles in a democratic society.

The analysis of existing conditions across the span of the three contexts is an important step to improving the development of educators across the career span. While there are many ways that staff and career development can be delivered, this discussion is confined to five, as outlined by Sparks and Loucks-Horsley (1989). Slightly renamed for our purposes, they are 1) individually guided projects, 2) observation and assessment, 3) committee work, 4) attendance at workshops and conferences, and 5) action research. Each of these approaches typically occurs in varying degrees for pre-service teachers, in-service teachers, and university educators.

Table 2: Engagement in Professional Career Development Approaches by Various Groups of Educators

Model	Frequency in Use*		
	Pre-Service Teachers	PreK-12 Teachers	University Teacher Educators
Individually – Guided Projects	I	F	VF
Observation / Assessment	F	I	I
Committee Work	I	F	VF
Attendance at Workshops / Conferences	I	VF	VF
Action Research	I	I	F
* VF = Very Frequent F = Frequent I = Infrequent			

As can be seen in Table 2, individually guided investigations are very frequently employed by university educators and infrequently by pre-service teachers. Pre-service teachers are often observed and assessed, especially during the later portions of their programs. However, they are rarely on committees, infrequently attend conferences, and only occasionally have an opportunity to engage in action research. On the other hand, while in-service teachers are less frequently observed and assessed or engage in action research, they are often on committees and attend workshops although many of these are not of their own choosing. In many universities, professors are seldom, if ever, observed. They are likely, however, to engage in action research, attend conferences, and engage in committee work. As with the other two groups, these characteristically occurring professional development activities for teacher educators can be problematic.

As previously discussed, the redefining of professional development can be accomplished only by connecting the goals (in this instance, the four moral dimensions) with available or redesigned approaches (such as the five described in Table 2). A long-term examination of this connection between goals and approaches can significantly inform any reform efforts undertaken by schools and colleges of education.

Applying the Professional Development Framework

When considering each of the questions raised in the discussion of Goodlad's four dimensions, it was important to examine the relationship to the three subject groups (preservice teachers, practicing preK-12 teachers, and university teacher educators). It is not surprising that there are different levels of emphasis on the dimensions depending on the educator's stage of career development. The responses in the following table serve as a guide for utilizing this framework to identify what exists and what is needed in developing these critical areas in a professional educator, whatever the context. Table 3 presents the results of an analysis of the existing professional development opportunities for each of these subject groups.

Table 3: Analysis of Existing Professional Development Opportunities

Existing Professional Development Programs ***What attention is being given to the development of each of these moral dimensions?***				
Subject Group Across Career Span	**Dimension I: Stewardship**	**Dimension II: Equal Access to Knowledge**	**Dimension III: Pedagogy for Improvement**	**Dimension IV: Enculturation**
Preservice Teachers	Limited Development	Awareness of, Limited Application	Awareness of, Limited Application	Limited Development
PreK-12 Educators	Moderate Development for Some	Attention to, Assessment for	Moderate Development, Limited Assessment	Limited Development
School of Education Faculty	Moderate Development for Some	High Level of Attention	High Level of Attention	Limited Development

The following section, therefore, introduces an analytic framework that presents interpretive descriptions of Goodlad's moral dimensions, examines each for implications for professional development, and considers the implications of this framework for teacher educators. Within this description must be the examination of these critical questions that are common across the contexts:

- How do we assess for each moral dimension in individuals?
- What are the existing learning experiences designed to develop each moral dimension and how can they be fostered in a teacher education program?
- How do we develop reflection skills in and applications of each dimension?
- What are the inhibitors to developing each dimension?
- How is the development of each dimension rewarded and reinforced?

Application of the Framework to Prospective Teachers

When considering the questions above it is important to examine their relationship to the three subject groups (i.e., pre-service teachers, in-service preK-12 teachers, and teacher educators). Though there are different levels of emphasis on each of the dimensions depending upon the context in which the groups work, other factors which contribute to ongoing professional development should also be examined. For the purposes of this paper, the remainder of the discussion related to this analytic framework will focus on the development of the moral dimensions for pre-service education majors.

Preparation programs for future educators can provide rich opportunities for developing quality educators ready to enter the field with sound knowledge, skills, and attitudes necessary to make a positive impact on the quality of education for America's students. In considering the professional development that occurs for these students, it was informative to look at students' growth and development in each of the four dimensions. For instance, when we thought about our pre-service educator program as related to developing ***stewardship*** in this population, we realized that stewardship for these students should be addressed on multiple fronts. Students are exposed to the larger context of schooling in early foundations courses but infrequently are told of the school's philosophy and the theoretical orientation/philosophy of individual instructors during specific courses. Therefore, many do not understand the program as a whole or appreciate the larger context that forms the basis for selection and sequence of learning outcomes. Furthermore, opportunities for application of stewardship by pre-service students are generally non-existent. Not only should programs provide students with opportunities to become proficient in the subject area content

knowledge and in the content pedagogy, but they should also help students recognize and be ready to play a role in this broader context of schooling.

Considering how to prepare students to assume the responsibilities inherent in stewardship led us to realize that schools of education can assist, in a more deliberate way, the development of students' understanding of this dimension. For instance, students should know and experience the results of institutional programming deliberations that align program courses, give coherent meaning to an individual educator's efforts, and provide experiences to ensure quality education for them as students. Programs and faculty who have intentionally engaged students in program / course design and evaluation and have helped students explicitly understand the significance of their role in this process are demonstrating this dimension in action.

In considering students' development in the second dimension, assuring that all their students have ***equal access to knowledge***, we observed a similar problem. Although teacher preparation programs develop an awareness of this issue and the broader social and organizational context that inhibits public school students' equitable access to learning, the actual opportunities for students to personally apply this principle is often fragmented or non-existent in their program. For instance, as students are learning to master the subject matter content and pedagogy related to their majors, they might be encouraged to consider how to ensure that diverse learners have opportunities to learn in their classroom. They may also be asked to discuss assessment and grading issues that serve as roadblocks for preK-12 students. Even though these topics and issues are an important part of their curriculum, it is often unclear as to how consistently the concepts are delivered course to course. Furthermore, how these concepts are applied or reinforced as students move into classroom environments either during field experiences, internships, or as beginning teachers in the field are not clearly articulated or fully developed.

When considering what occurs for students in the development of the third dimension, relating ***pedagogical practices that are linked explicitly to student academic growth***, schools of education typically have well-developed methods courses in which students learn content specific pedagogical strategies. What may be the missing link is the specific tie to student outcomes. Many educators at all levels of the continuum are wrestling with performance outcome measures that effectively indicate the results of teaching and learning in the classroom. Many professors are adopting a collaborative inquiry approach to assist students in answering the often unasked question when curricular or instructional approaches are adopted, "What difference did it make?"

Development in future educators of the fourth dimension, ***enculturation into a democratic society***, is also problematic at the pre-service level. Students are challenged to consider educational issues from multiple perspectives, to challenge their assumptions, and to consider the consequences of their adopted beliefs and actions. Developing reflective decision-makers is a stated mission of the school; however, we realized that it was critical to more consciously guide developing educators to utilize this process long after they have left our classrooms. The need to ensure application within their own future classrooms remains a challenge.

The redefinition of professional development for pre-service teachers requires that schools of education examine the resulting driving questions and develop appropriate responses. The driving questions for each of these dimensions are the following: How do we get undergraduates to think in each of the dimensions of the framework? How do we infuse the development of each dimension into the teacher educator program so that it is not disconnected? Are students, at this point, developmentally ready to consider each specific dimension (such as stewardship), or do they need to

concentrate on classroom practice as a focused entity before they can move into the broader educational arena?

Conclusions

To meet the challenge of improving the quality of teaching and student performance outcomes, we must reconsider the ways teachers and teacher educators are trained and provided with professional development throughout their careers. The three critical assumptions related to professional development presented in this paper can be used as the framework with which we reexamine current practices, formulate new insights related to professional development, and redesign roles and responsibilities of educators related to their personal professional growth. All three of these assumptions rely on change from the typical model using an activity or event frame of reference to one that is more focused on personal self-reflection and growth over the span of a career. Planning for such change will be imperative because without appropriate conceptualization and establishment of implementation structures, no sustained progress will result (Fullan, 1995).

Given the position that ongoing professional development in moral dimensions of schooling is imperative for all educators in preK-12 settings and teacher education programs, the implications for teacher preparation are significant. A critical question for consideration is how can teacher education be transformed and transformative in ways that impact entire organizations, instead of the moral dimensions concept becoming a restructuring effort that develops a new or "model" program involving only a subset of faculty at the school and university levels. A variety of approaches for changing teacher education, professional development, and teacher reflection have been described in recent years. These models include such strategies as expeditionary learning, collaborative action research methodologies, and constructivist approaches to change. The moral dimensions of schooling construct advanced by Goodlad offers a framework that is both productive and professionally rewarding for teachers and teacher educators.

To ensure that the desired changes occur, a transformation in professional culture will be required, and teacher educators will need to embed their work within the context of schooling. In many instances, these activities may occur away from the university setting. The most promising current framework in which this transformation can occur is the university/school partnership model. Such partnerships focus on creating a learning community; promoting continued learning by teachers, teacher educators, and administrators; and fostering long-term inquiry into teaching and learning by school and university faculty working as collaborators.

Million and Vare (1997) proposed a "collaborative school" model similar to a teaching hospital. In this type of arrangement, faculty and administrators from school and university settings share equally in instructional, administrative and research tasks. This type of collaborative school could also serve as a synthesis of Goodlad's focus on moral dimensions and school/university collaboration. Schools and universities involved in such reform initiatives must establish structures that acknowledge and reward faculty engagement in such collaborative efforts (Braskamp, 1997).

John Goodlad's moral dimensions offer an effective framework for examining current practices and for building an alternative approach to professional development with shared responsibility of all stakeholders as its foundation. The ultimate goal for this professional development initiative is the creation of new cultures and settings that promote the development of moral dimensions, that value continuous learning and improvement for adults and students, and that facilitate and reward quality professional development.

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